

Robert F. Kennedy Human Rights: Human Rights Education

Organizing for Change: Strategies for Youth Advocates

Workshop sessions:

- **Workshop 1**
Intro to RFK and RFKHR; Setting Goals
- **Workshop 2**
Becoming a Defender - Targets and Tactics
- **Workshop 3**
Campaign Design Plan: Communications, Capacity, and Impact

Workshop #1:

Suggested time: 60 to 90 minutes

Agenda

- 1) Introduction to RFK and RFKHR**
- 2) Introduction to Human Rights**
- 3) Understanding your issue**

By the end of the workshop, students will:

- 1) Know who RFK was and the work of RFKHR**
- 2) Have a grounding in Human Rights and the SDGs;**
- 3) Start to refine their issue and goals.**

[Robert F. Kennedy and RFK Human Rights](#)

Activity 1

10-minute slide presentation about RFK and RFKHR - with Q&A

[Human Rights and the Sustainable Development Goals](#)

Activity 2

10 minute human rights presentation

10-minute human rights community mapping

Activity 3

5-minute SDG presentation

10 minute SDG community mapping

[Your Issue, Your Goals](#)

Activity 3

5 minutes In groups of 4 - 5 discuss the issues that are more important to you. Narrow your list to no more than 2 issues.

Activity 4

10 minutes In pairs, start to draft 2-3 goals for each issue. What do you want to achieve? What is the change you want to bring about?

Accompanying materials

Robert F. Kennedy and RFK Human Rights

RFK Human Rights advocates for human rights issues and pursues strategic litigation to hold governments accountable at home and around the world. We foster a social good approach to business, celebrate agents of change, and to ensure that lasts, we educate millions of students about human rights, training the next generation of leaders.

Human Rights and the Sustainable Development Goals

What are Human Rights?

According to the United Nations, Human Rights are the basic rights and freedoms to which every person is entitled and cannot live without: dignity, regardless of their race, sex, language, religion, national or social origin, or any other status. In simple terms, Human Rights are the rights a person has simply because they are a human being and to violate someone's rights is to treat that person as though they are not a human being.

Human Rights are both inspirational and practical. Human Rights principles hold up the vision of a free, just, and peaceful world, and set minimum standards of how individuals and institutions everywhere should treat people. Human Rights also empower people with a framework for action when those minimum standards are not met, for people still have rights, even if the laws of those in power do not recognize or protect them. In claiming our Human Rights, we accept the responsibility not to infringe on the rights of others and to support those whose rights are abused or denied to ensure human rights for all.

Human Rights concepts are most often grounded in international standards and based upon treaties that are legally binding by States. One of these standards include:

The Universal Declaration of Human Rights (UDHR)

The Universal Declaration of Human Rights (UDHR) is a historic and milestone document often seen as the basis for international human rights law. Born in the wake of World World II, international governments sought to establish a universal mechanism to protect human dignity and prevent the crimes against peace and humanity from the War from happening ever again. This resulted in the establishment of the United Nations, an intergovernmental organization made of 50 diverse member states, and its

Charter which outlined goals of international peace and respect for human rights and fundamental freedoms.

In 1948, representatives from the 50 member states of the United Nations developed a list of those human rights which they felt all global citizens should promote and enjoy. This list of 30 rights and freedoms for all peoples and nations would become the Universal Declaration of Human Rights (adopted on December 10, 1948). For the first time, this document outlined Human Rights to be universally protected and promoted the idea that all human beings are born free and equal in dignity and rights and deserving of equal protection before the law.

The 30 articles of the UDHR incorporate civil, cultural, economic, political and social dimensions of human life:

- Civil and Political Rights prohibit slavery, torture, and cruel and dehumanizing treatment while also guaranteeing freedom of thought and freedom of expression.
- Economic, and Social Rights include the right to education, the right to adequate health, and the right to equal access to public services.
- Environmental, Cultural, and Development Rights include the right to live in an environment that is protected from destruction, as well as the right to cultural, political, and economic development.

The UDHR also promotes the ideas that:

- Human Rights are inalienable; you cannot lose these rights any more than you can cease being a human being.
- Human Rights are indivisible; you cannot be denied a right because it is “less important” or “non-essential”.
- Human Rights are interdependent; all humans are part of a complementary framework. For example, your ability to participate in your government is directly affected by your right to express yourself, to get an education, and even to obtain the necessities of life.
- Human Rights are universal: human rights belong to all human beings and individuals and States are responsible for respecting, protecting, and promoting these rights.

In addition to the UDHR and its covenants, the UN has adopted more than 20 treaties and conventions elaborating upon human rights, including (but not limited to): the Convention on the Elimination of all Forms of Discrimination against Women (1967), the International Convention on the Elimination of all forms of Racial Discrimination (1969), and the Convention on the Rights of the Child (1989).

The UN Sustainable Development Goals

Recognizing the importance of Human Rights in the achievement of sustainable development, all of the United Nations Member States adopted the 2030 Agenda for Sustainable Development in 2015. The Agenda includes 17 Sustainable Development Goals (SDGs) with 1677 targets to guide global and national development to be achieved by 2030. The SDGs serve as a call to action and a shared blueprint for peace and prosperity for people and the planet, now and into the future. The goals and calls to action include strategies to improve human rights related to education, health, inequality, economic growth, the environment, and more.

The SDGs clearly align with the priorities first set in the UDHR. For more information about the SDGs, review the United Nations Sustainable Development Goals website [here](#). You can find ideas for teaching the SDGs on the [UNESCO website](#). Our SDG card deck is another resource you can use in the classroom to help students understand how the SDGs align with human rights.

Worksheets

- ***Conduct a community mapping exercise where you brainstorm where human rights are protected, promoted and defended, or not, in your community. Consider a wide range of spaces, places and players - health care providers, law enforcement, community non-profits, and the justice system.***

#1 Human Rights community mapping

Human Right	Where is it protected, promoted and defended, or not, in my community	Who has the duty or authority to uphold this right?	Is the right being Protected or Denied by the group(s)? Describe how.

• *Conduct a community mapping exercise where you brainstorm where the sustainable development goals are protected, promoted and defended, or not, in your community. Consider a wide range of spaces, places, and players - health care providers, law enforcement, community non-profits, and the justice system, for example.*

#2 SDG community mapping

Sustainable Development Goal	Where is it protected, promoted and defended, or not, in my community	Who has the duty or authority to uphold this right?	Is the right being Protected or Denied by the group(s)? Describe how.

[Your Issue, Your Goals](#)

Activity 3

5 minutes In groups of 4 - 5 discuss the issues that are most important to you. Narrow your list to no more than 2 issues.

1) x

2) x

3) x

Activity 4

10 minutes In pairs, start to draft 2-3 goals for each issue. What do you want to achieve? What is the change you want to bring about?

A goal is an achievable outcome that is generally broad and longer term while an objective is shorter term and defines measurable actions to achieve an overall goal.

Issue	Goal	Objective	Objective

Work for next session

Community organizing is a democratic strategy used by social movements, labor unions, under-represented communities, and marginalized groups to gain rights, win collective political power, and create positive change. While there are many different types of online and offline organizing, the main job of an organizer is to create unity (and solidarity), then help their community work together to solve problems and reach shared goals.

1. What is the issue you want to address through your campaign?
2. What is the difference between an objective and a goal?

Next Session

Come prepared to:

1. Share your long-term goals with 2 or 3 objectives. Identify 1 or 2 short-term or partial victories you can win as steps toward your long-term goal.

Workshop #2

Suggested time: 60 - 90 minutes

Introduction to Become a Defender Organizing model:

**Focus on: Setting long and short-term goals
Targets and Co-conspirators
Tactics**

By the end of the workshop, the students will:

- 1) Be comfortable with the Become a Defender organizing model.**
- 2) Start clarifying their long and short-term goals.**
- 3) Begin drafting their campaign strategy.**

Become a Defender Organizing model:

What is my issue?	
What are my goals?	1) Long term 2) Mid-term 3) Short-term
Who has the power to bring about the change I want to achieve? 1. Determine who has the power to help you reach your goals - your target. 2. Understand primary and secondary targets. 3. How to determine the best tactic to pressure your primary and/or secondary target.	

<p>What do I have? Who will I rely on for help?</p>	
<p>What tactics will I use? (Ex. write letters? Host an information table? Plan an event? Create a public service announcement?)</p>	
<p>How will I evaluate impact? Evaluating your actions and measuring the impact allows you to learn about what works and what does not work, giving you a greater base from which to launch your next campaign. The evaluation process can be as simple as answering a few questions:</p> <ul style="list-style-type: none"> • Did we accomplish our stated goal? • If so, what worked? • If not, what didn't work? • Were there outcomes we did not expect? For instance, if the goals were to raise money and donate food to a local shelter, did the added attention change other conditions or programs at the shelter? • What did I learn by participating in this action and how can I apply that to my next action? 	
<p>What is my timeline?</p>	

Goals

- 1. List the long-term objectives of your campaign.**
- 2. State the intermediate goals for the issue campaign.**
- 3. What short-term or partial victories can you win as steps toward your long-term goal?**

Considerations

- 1. List the resources that your organization brings to the campaign.**
- 2. List the specific ways in which you want your organization to be strengthened by this campaign.**
- 3. List internal problems that have to be considered if the campaign is to succeed.**

Constituents and Allies

- 1. Who cares about the issues enough to join in or help the organization?**
- 2. Who are your opponents?**

Who do I know [handout](#)

Who do we know	Where do they work	What do they do	Who might they know

Work for next session:

Continue mapping out your strategy and be prepared to present at the final session.

Considerations

- 1. List the resources that your organization brings to the campaign.**
- 2. List the specific ways in which you want your organization to be strengthened by this campaign.**
- 3. List internal problems that have to be considered if the campaign is to succeed.**

Constituents and Allies

- 1. Who cares about the issues enough to join in or help the organization?**
- 2. Who are your opponents?**

Who do I know handout

Who do we know	Where do they work	What do they do	Who might they know

Workshop #3

Suggested time: 60 minutes

Getting into the nuts and bolts of your campaign

Focus on: Communications

Building Capacity: people and money

Measuring impact

By the end of the workshop, students will:

- 1) Have completed their campaign strategy.**
- 2) Present Campaign with timeline**

